	GIMNASIO SABIO CALDAS (IED) Nuestra escuela: una opción para la vida PLAN ESCOLAR NO PRESENCIAL	Código	PENP - 01
		Versión	001
		Fecha	18/03/2020
		Proceso	Gestión Académica

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Fecha de envío	20 DE ABRIL 2020			Fecha de entrega	24 DE ABRIL 2020
Tiempo de ejecución de la actividad			Dos Horas		
TEMA	READING AND WRITING				
Contextualización					

Comprehension Activities Before, During and After Reading.

Before reading a story teachers should motivate and interest students in the reading selection, activate background knowledge and have them predict what the story will be about.

Before Reading

- Establish a purpose for reading
- Review vocabulary
- Build background knowledge
 - Relate background knowledge and information to the story
- Encourage students to predict what the story is about
- Discuss the author if such knowledge helps to set up the story

During reading the teacher should direct the student's attention to the difficult or subtle dimensions of the story, anticipate difficult words and ideas and talk about problems and solutions.

During Reading

- Direct attention to difficult or subtle dimensions of the text
- Point out difficult words and ideas.
- Ask students to identify problems and solutions
- Encourage silent reading
- Encourage students to monitor their own comprehension while reading
- Insert author information in the story Comprehension Strategies 3

After Reading comprehension strategies can include having the readers summarise the story, talk about what they liked and what they wished had been different in the story, create graphic organisers and talk about the characters in the story.

After Reading

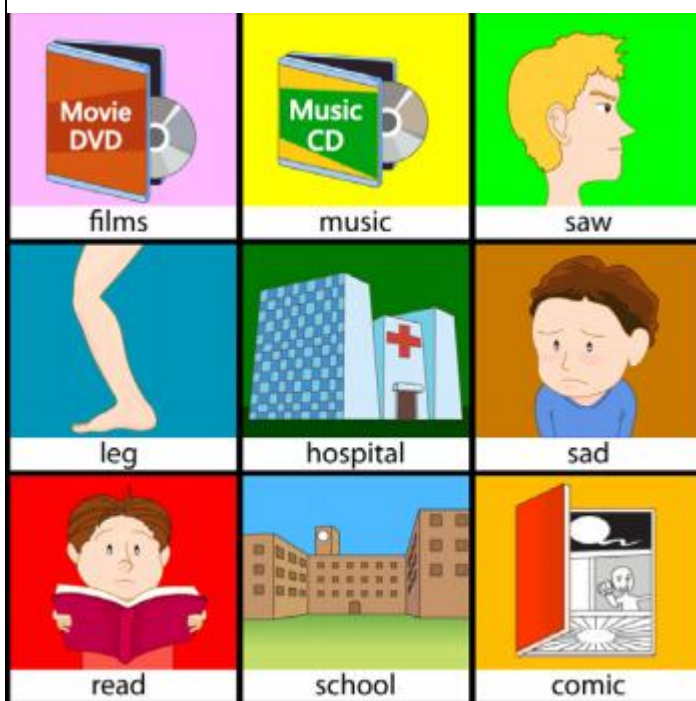
- Ask students to retell or summarise the story
- Create graphic organisers (webs, cause and effect charts, outlines)
- Put pictures of story events in order
- Link background information
 - Generate questions for other students
- Have students write their own reactions to stories and factual material

Descripción de la actividad sugerida

ACTIVITY N° 1

Read the story. Choose a word from the box. Write the correct word next to numbers 1-6. There is one example. (Lea la historia, escoge una palabra de las imagines abajo indicadas, escribe la palabra correcta en los espacios del número 1-6, siga el ejemplo)

My name is Jane. I like to go shopping and watch ___ films_____ at the cinema with my friends. At home, I like to **1)** _____ books and listen to **2)** _____. My favorite book is about a girl. One day, she was walking home from school when she **3)** _____ a puppy under a tree. The puppy looked very **4)** _____. It could not walk because it hurt its **5)** _____. The girl took the puppy to a pet **6)** _____. A kind animal doctor helped the puppy. In the end, the girl took the puppy home and kept it as her pet. Movers Reading & Writing 10 7)



ACTIVITY Nº 2

Now choose the best name for the story. Tick one box. (Escoge el mejor nombre para la historia, coloca un tick (✓) en el recuadro que escoge)

- ☐ Jane's puppy
- ☐ Jane's favorite book
- ☐ Jane's favorite film

Webgrafía/material sugerido o complementario

1. . Reading comprehension

https://www.stclarescomprehensive.ie/PDF/Policies/literacy_strategies/comprehension%20strategies.pdf

2. Cambridge movers Reading and writing test

<http://www.mysmartcambridge.com/YLE/PDF/SmartCambridge%20-%20Movers%20Reading%20and%20Writing.pdf>

Criterios de Evaluación

1. To evaluate Reading comprehension and learn new vocabulary from the text for completing the fill with the correct word. (Evaluar la comprensión de lectura, el aprendizaje de Nuevo vocabulario del texto para completar los espacios con la palabra correcta)
2. To choose a correct title for the reading text taking into account your understanding. (Escoger un título correcto a la historia basado en la comprensión del mismo)